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ABSTRACT

This is one of eight monographs developed by the State Project to Implement Career Education (N.Y.) and it is intended and recommended that the entire series be utilized within schools to assure maximum achievement of objectives, since this monograph used alone will have limited effectiveness. It contains specific and detailed sections, including: Skills for Counselors in Career Education, Career Education, A Comprehensive Career Education System, Elements of Career Education, Career Education Themes, Affective Elements for Career Infusion, Developmental Stages, and Counselor Activities. It is hoped that this guide will clarify counselors' own attitudes toward work and will give them a variety of skills and materials to help them use career guidance concepts and to integrate these concepts into day-to-day activities. (PFS)

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HOW TO DEVELOP A COUNSELOR'S ROLE IN CAREER EDUCATION

STATE
PROJECT TO
IMPLEMENT
CAREER
EDUCATION

"HOW-TO" SERIES
GUIDE SIX

CG 011932

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HOW TO DEVELOP A COUNSELOR'S ROLE IN CAREER EDUCATION

by EVA HOFFMANN

"HOW-TO" SERIES GUIDE SIX

STATE PROJECT TO IMPLEMENT CAREER EDUCATION

227 West 27 Street
New York, New York 10001

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1975

Foreword

SPICE, the State Project to Implement Career Education, is a pilot project funded by the New York State Education Department to develop a K-12 career education model in the New York City Public School System

Considerable effort has been expended for three years in perfecting ways and means of changing attitudes toward career education; involving school personnel in developing their own curricular materials; infusing these materials into the ongoing program; and, most importantly, in creating the leadership and management capabilities in each pilot school and school district to regenerate the career processes without outside assistance.

Schools in the Project were P.S. 41X, 76X and 103X of District 11 (Bronx); P.S. 26K, 81K and 129K of District 16 (Brooklyn); and P.S. 38R, 41R and 52R of District 31 (Staten Island). The junior high schools were 113X, 57K and 2R. Herbert H. Lehman, Bronx, Erasmus Hall, Brooklyn, Boys' High School, Brooklyn, and Evander Childs, Bronx, were the participating high schools.

SPICE gratefully acknowledges the technical assistance rendered the Project by the Fashion Institute of Technology, the liaison with the Office of Career Education of the New York City Central Board of Education, and the members and sponsoring organizations of the SPICE Career Advisory Council.

This is one of eight monographs developed by the State Project to Implement Career Education. It came about as the result of the orderly design of a process approach to career education in which emphasis has been placed on how the program is developed, rather than on the rote production and dissemination of curricular materials.

Taken together, this series represents a beginning guide for implementing career education in your school. Taken separately, each guide concentrates upon that area of concern that may be of particular interest to you. Please be aware that using this monograph alone as the bases for a career education program will have limited effectiveness. It is intended and recommended that the entire series be utilized within your school to assume maximum achievement of the objectives of career education.

Guide 1: *How to Administer Career Education in Your School.*
By Barry Fishman

Guide 2: *How to Establish a School Career Education Team.*
By Eva Hoffmann

Guide 3: *How to Give an Orientation to Career Education.*
By Eva Hoffmann

Guide 4: *How to Develop and Use Community-Based Resources.*
By Victor D'Lugin

Guide 5: *How to Infuse Career Education into the Curriculum.*
By Jean Rosaler, Assisted by Hedy Geller

Guide 5: (Revised) *How to Infuse Career Education into the Curriculum.*
By Eva Hoffmann, Barry Fishman, Jean Rosaler, Victor D'Lugin, Emile De Antonio, assisted by Hedy Geller and Michael Weingarten.

Guide 6: *How to Develop a Counselor's Role in Career Education.*
By Eva Hoffmann

Guide 7: *How to Develop a School Plan for Career Education.*
By Victor D'Lugin

CONTENTS

Page

1. *Introduction* 1
2. Skills for Counselors in Career Education 3
3. Career Education 4
4. A Comprehensive Career Education System 5
5. Elements of Career Education 6
6. Career Education Themes 7
7. Affective Elements for Career Infusion 9
8. Developmental Stages 10
9. Counselor Activities:
   - Techniques 12
   - How to Survive a Field Trip 13
   - How to Collect Resources 15
   - How to Use Resources 19
   - How to Design a Workshop 32
   - How to Work with Groups 34
   - Work Characteristics Rating Scales 40
   - How to Judge Occupational Literature 42
10. Bibliography 43
11. Appendix:
    Career Education:
    Challenges for Counselors 44

INTRODUCTION

The practices, skills and goals of the guidance counselors participating in the SPICE program cover a wide range. At the extreme, several counselors have been doing career guidance for many years and need new techniques and materials to continue and to enrich their work. They are willing to share their experience and skills with other counselors. At the other end of the range are those counselors who have viewed their position as a retirement post, and who have dealt mostly with clerical tasks and with crisis counseling when it was thrust upon them. We are aware of the heavy day-to-day demands on counselors, but still we believe there is room for change and a reordering of priorities.

There are other variations: some of the counselors have had no difficulty working with teachers. They have gone into classrooms to give sample lessons, to aid the teacher with behavior problems, and they have held group guidance sessions. Other counselors have stayed in their offices and have waited for people and events to approach them. Generally, they have viewed teachers as competitors instead of co-workers. In addition to the practices, the skills of the counselors vary, too. Some are aware of developmental patterns, of educational and vocational careers and how to conduct groups. Others possess no such knowledge.

Some counselors have set their goals based on sound counseling theory and practices. In several instances, however, counselors have been the passive tool of the administrator, and seem to measure the value of their work — if measure they do — by the approval of the administration instead of by the benefit — long range or short range — to students.

SPICE has attempted to clarify counselors' own attitudes toward work and to give them a variety of skills and materials to help them use career guidance concepts and to integrate these concepts into day-to-day activities. The response has varied. Some of the counselors were stimulated to new approaches. Some enjoyed and perhaps gained from didactic materials of which they took copious notes. Others wanted hands-on experiences which, after being tried out by them, they then felt confident to use in their work. Generally, it seemed as if those who took an active part in SPICE workshops, who both gave and received, may have profited more than those who only listened and collected available materials.

Several facts should be taken into consideration:

1. Counselors often seem passive rather than active. They encounter difficulty in mobilizing themselves and their resources. Career education asks for active initiative and participation.

2. Some counselors appear to work better alone than in cooperation with others and thus find it difficult to work with teachers, with groups of students and with community groups beyond doing for instead of with them. This needs to change if counselors do not want to contribute to their own obsolescence. Working in groups, others have begun to provide the types of career and guidance input that were formerly in the exclusive domain of the counselor.

3. We are asking of the counselor, as we do of the teacher, to become a leader and a change agent. In this guide we supply materials but they will be useless without counselors' practice of the attitudes and skills a change agent needs.

Some examples of the skills and attitudes necessary for the counselor as change agent are:

1. To be a catalyst in the infusion of career education into the school by working with teachers, librarians, parents and other community groups. This includes knowledge of resources, both human and inanimate, and how to make use of and transmit them.
2. To work with small groups and in classroom guidance sessions. In order to do so, the counselor needs to be comfortable with groups. He has to be familiar with the topics appropriate to each developmental stage. He should possess a reservoir of techniques for each stage.
3. Individual counseling aimed toward taking into consideration the needs of the student at his life stage instead of the needs of the counselor or the demands of the school.

The amount of time devoted to each of these topics should be determined by the skill of the individual counselors in each area.

In order to measure what has been accomplished and to help counselors measure their work in the future, they have to learn to focus on observable behavior changes. However, this criterion of change is frequently difficult to meet. Lack of success should not discourage counselors' attempts to provide a wide range of services to students. The freedom to fail must exist in any profession. It should not be used as a vehicle for blame. The response to failure is important, not the fact that it occurs. Thus, counselors' success will depend largely on how prepared they feel to transfer new skills to old settings.

SKILLS FOR COUNSELORS IN CAREER EDUCATION

A. *In working with students:*

1. Given a small group or a classroom the counselor can use career guidance techniques to demonstrate self-awareness, decision-making, etc., and reach behavioral objectives as measured by a criterion referenced test.
2. Given any student, K-12, the counselor will be able to find an exploratory or experiential learning situation in the school's immediate environment or in the school.
3. Given the elements of career education the counselor can name seven of eight and cite a number of applications in his daily practice.

B. *In working with other school staff:*

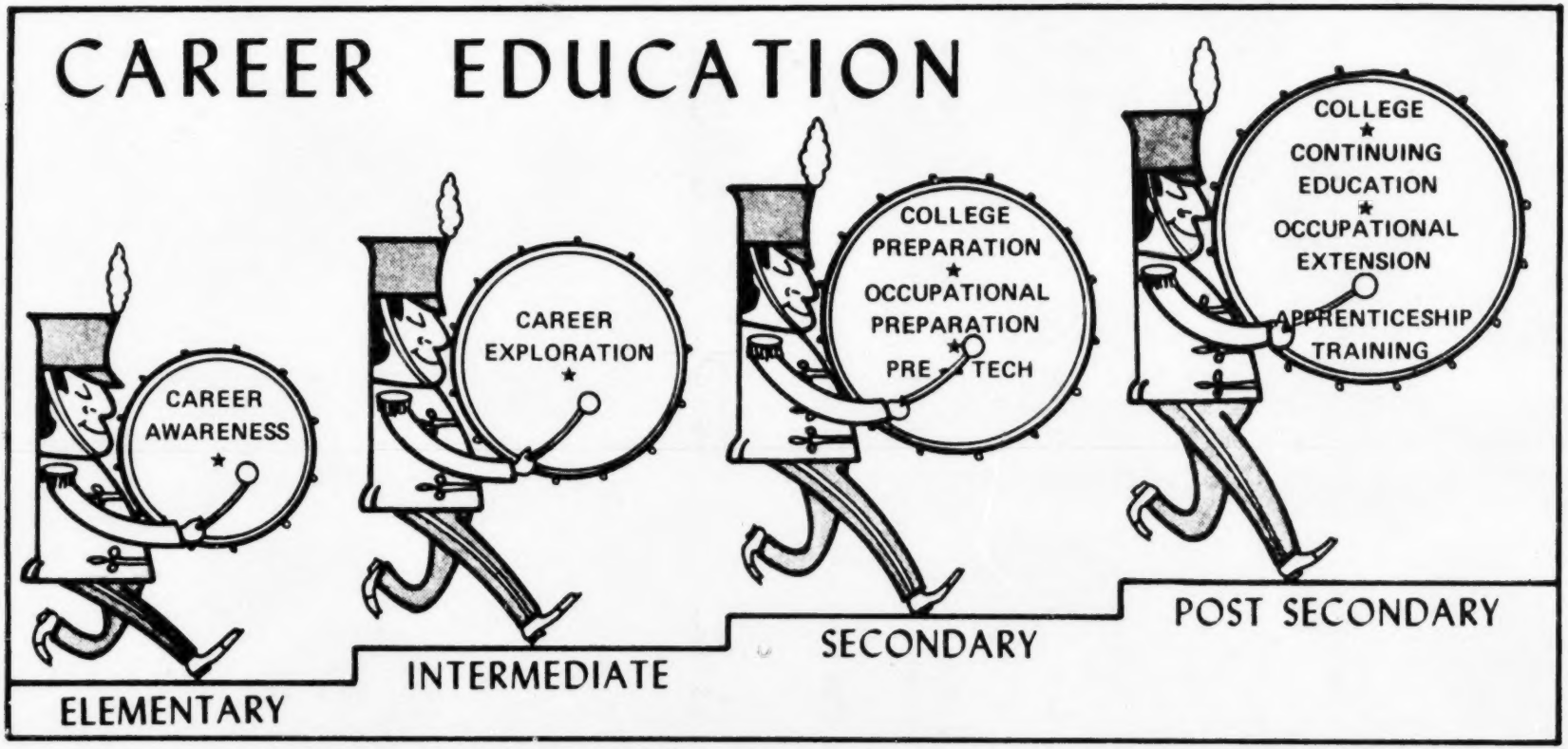
1. Given the elements of career education the counselor can design a workshop to transmit them to others, be they teachers, parents, other counselors, community members.
2. Given a school staff member the counselor can explain how to infuse lesson units with affective career education concepts in terms of behavioral objectives and examine the finished product for whether or not the trainee has understood the explanation and is able to use it.
3. Given an untrained counselor the trained counselor can mobilize skills which are pertinent to career education by eliciting at least five or more tools which will tap affective components in a variety of settings, such as classroom, counselor's office or teachers' meeting.
4. Given a group of teachers the counselor can demonstrate guidance techniques, such as constructing and using rating scales, using role playing, constructing job ladders, interviewing techniques, until the teachers demonstrate understanding by constructing their own tool for each technique.

C. *In working with the community*

1. Given groups of parents or community members the counselor can inform them about the goals of career education by designing the components of one or a series of successful meetings and by demonstrating ways to transmit the goals.
2. Given a group of parents or other community members the counselor can name the goals of career education and ask questions to make sure not less than two-thirds of the information has been transmitted and understood.

D. *Other*

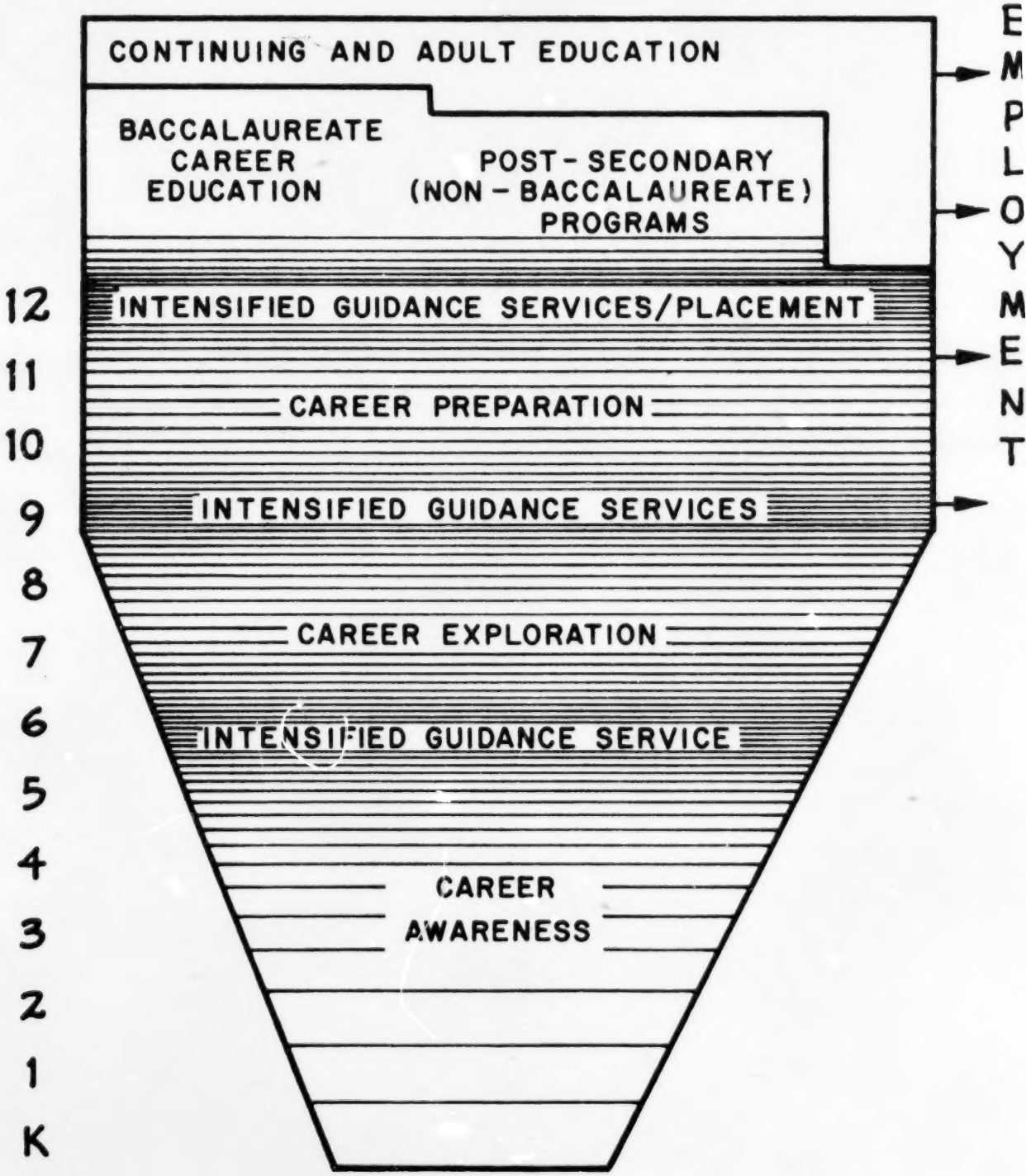
1. Given the necessity for a resource file the counselor can poll other school staff, parents and the community surrounding the school to assemble a collection of not less than 200 names of people who are available to speak to students about a variety of occupations.
2. Given the opportunity for student field trips the counselor can construct and administer questionnaires and interviews for both preparation and follow-up for the visitors and those who are visited in order to integrate the trip into the on-going curriculum.



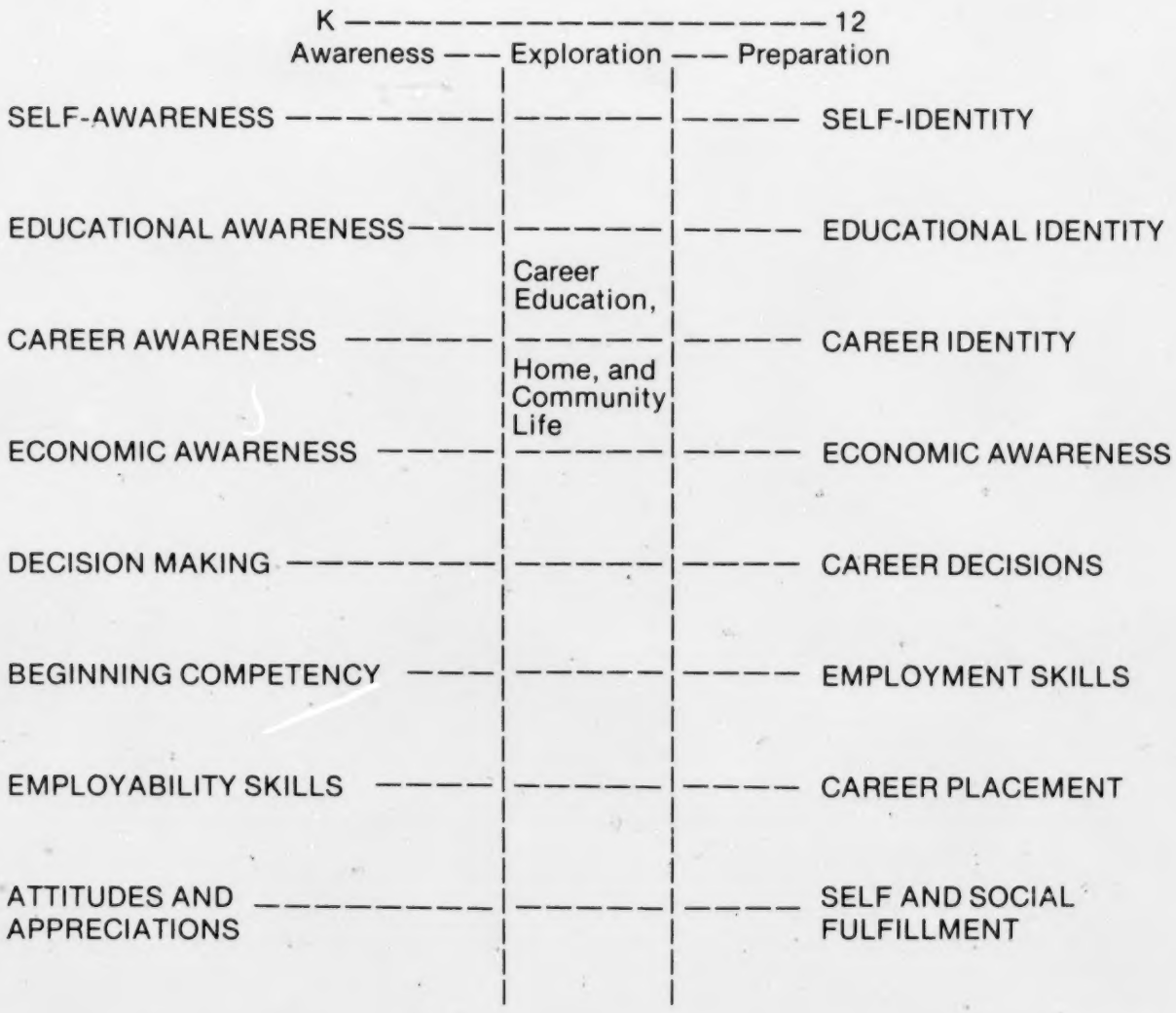
THOSE YOUNG PEOPLE WHO MARCH TO A DRUMBEAT DIFFERENT FROM THE ECONOMIC RHYTHM OF THEIR FATHERS

U.S. Commissioner of Education, Sidney P. Marland Jr.

A COMPREHENSIVE CAREER EDUCATION SYSTEM



ELEMENTS OF CAREER EDUCATION



CAREER EDUCATION MATRIX THEMES

Self Awareness

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.
2. The student will learn about himself in relation to his culture through understanding and experiencing roles.
3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.
5. The student will recognize that self-knowledge is related to a set or system of values unique to him.
6. The student will learn to establish, although tentative, personally relevant goals.

Educational Awareness

7. The student will recognize that learning is a continuous process occurring inside and outside of school.
8. The student will recognize that educational experiences are a part of his career development.
9. The student will recognize that different career directions require varying types of educational preparation.
10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

Career Awareness

11. The student will understand the variety of occupations found in the world of work.
12. The student will understand the way in which occupations relate to needs and functions of society.
13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.
14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.
15. The student will understand the relationship between career and life-style.

Economic Awareness

16. The student will understand the relationship between personal economics, life-style and occupational roles.
17. The student will understand the range of social and economic benefits associated with various occupations.
18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.
19. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, and nation.

Decision Making

20. The student will identify and state personal goals as part of making career decisions.
21. The student will become proficient in identifying, and using resource information in making career decisions.
22. The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

Beginning Competency

23. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.
24. The student will become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.
25. The student will develop an understanding of the interpersonal relationships resulting from the interactions of people in various occupational roles..
26. The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career of his choice.
27. The student will develop the skills necessary for employment in the career of his choice.

Employability Skills

28. The student will recognize the implications of working, with and without supervision, independently and with others.
29. The student will relate information about himself in selecting, learning, or performing duties.
30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

APPRECIATIONS/ATTITUDES (See Affective Elements next page)

AFFECTIVE ELEMENTS FOR CAREER INFUSION

The guidance component for career infusion contains these affective elements:

1. The Decision-Making Process
2. Awareness of the Self-Concept
3. Appreciation/Attitudes

1. *The Decision Making Process*

   a. Students must be able to identify their values and state objectives which enable them to translate such values into action.

   b. Students must be able to evaluate and utilize the different sources and kinds of information available in the decision-making process.

   c. Students must be able to discover the existing alternatives in a given situation and to create new ones better suited to their needs.

   d. Students must be able to recognize both the short and the long range consequences of decisions.

   e. Students must be able to assess the risks and ramifications of decisions.

2. *Self-Concept*

   a. Students must show an awareness of the need for self-knowledge and must be able to make use of such self-knowledge.

   b. Students must have an awareness of the image they present to other people and its effect upon their ability to carry out their objectives.

   c. Students should be able to develop their career-aspirational level in accordance with their current strengths, weaknesses and values.

3. *Appreciation/Attitudes*

   a. Students should know their values and from whence they stem.

   b. Students should recognize the influence of their environment and of significant others in their life.

   c. Students should be able to modify their attitudes in accordance with the new information received and new situational demands.

DEVELOPMENTAL STAGES

WORK	INTERPERSONAL RELATIONS	ALONENESS
INFANCY & CHILDHOOD manipulate the world around.	Approach others. Allow others to approach.	Allow "mothering one" out of sight. Stand & walk alone.
Acquire language & concepts.	Differentiate family, friends & strangers.	Separate sense of "me-ness". Self-initiated play.
ADOLESCENCE Helping at home. Coping with school work.	Reciprocity or "taking role of others".	Uniqueness & accountability of self. Relationship to higher order of meaning (Religion, Humanity, etc.).
Vocational exploration.	Sharing outside family group. Sexual identity. Cooperation & competition.	
EARLY ADULTHOOD First job and/or continued education.	Marriage & family.	Ability to maintain oneself and help care for others.
Continued vocational planning.	Friendship. Co-workers. Community relations.	Tolerate being misunderstood. Carve out personal philosophy of life.

Examples of *Life Tasks of Concern to Counselors.* (S.K. Gilmore, Personal Communication)

From: Tyler, Leona E., *The Work of the Counselor,* p. 23, 3rd ed., 1969, Prentice-Hall, Inc., Englewood, N.J.

COUNSELOR ACTIVITIES

TECHNIQUES

Following are some (by no means all) of the techniques the counselor is able to employ to disseminate and infuse career education:

- Assembly programs
- Checklists
- Bulletin boards
- Dramatization
- Small group activities
- Gaming
- Interviewing
- Job ladders
- Newsletters
- Picture files
- Puppets
- Rating Scales
- Role Playing
- Questionnaires
- Value Clarification

The following was written by two 6th grade teachers. We believe there is something there for everyone who takes students on a field trip.

How to Survive a Field Trip

The major objective of an educational field trip is to give students first-hand experiences not otherwise obtainable. Field trips also give the principal and teachers something to talk about at PTA meetings!

A successful field trip involves hours of careful planning and attention to detail. We designed the following checklist to help teachers prepare for this challenging experience.

1. Make sure your field trip has a purpose.
2. Preview each trip personally. Be suspicious of all promotional folders. Find out for yourself where the rest rooms, eating facilities and on-duty nurses are.
3. Make trip reservations well in advance. Insist on a confirming letter and carry it with you. To avoid crowds, go on your trip during the off season.
4. Prepare the students for the trip. If possible, arrange for a guide.
5. See that an adult is with each group of students throughout the trip. Reliable parents are a must. Janey's mother may be a whiz at flower arranging, but how will she hold up on a field trip? Don't guess; know!
6. Wear comfortable shoes.
7. Keep your group to a manageable size.
8. Assign partners; two students are always easier to find than one. Select a place to meet if you get lost. Above all, don't panic. Someone is bound to realize that the teacher is missing before it's time to board the bus.
9. Carry a first-aid kit, a cache of plastic bags for students who get carsick, and the usual supply of aspirin and spirits of ammonia for yourself.
10. Never send a student into a public rest room alone. Send boys in groups of four. If any unusual sounds, such as absolute quiet, persist beyond 30 seconds, feel free to investigate.
11. When students are going to eat lunch at a stop along the way take along a carton for waste disposal. Forbid bottled drinks — broken glass is messy — and carry a can opener.
12. Always pack an extra peanut butter and jelly sandwich for the child who thinks the Great Swamp is a drive-in where he can buy his lunch.
13. Mince no words about trip behavior. Have simple rules and stick to them. Also make it clear that you will not be responsible for carrying cameras, changing film, returning unchewed bubble gum, or locating lost comic books, sweaters and baseball cards.

14. When going by bus other than school buses, pick a reliable bus company. Losing a wheel on a turnpike makes great conversation but may create problems.
15. Keep a list of all students who are on the trip and count noses constantly. You might find a count-off system helpful.
16. Tattoo the school phone number on your wrist for emergency use. The principal likes to have something to tell parents if you're three hours late.
17. If the trip is to extend beyond the regular school day, set a time for parents to pick up their children.
18. Keep smiling. Tomorrow you can spend the whole day teaching.

These suggestions were written by:

Gene McMillan, Sixth Grade Teacher,
Forest Avenue School, Glen Ridge, New Jersey

Evelyn Stryker, Fourth Grade Teacher,
South Mountain School, South Orange, New Jersey

INTRODUCTION

The following is part of a resource guide written by Victor D'Lugin of the State Project to Implement Career Education to assist school personnel in developing and using community-based resources for effective career education development. It is reproduced here because among the objectives for counselors are the skills to find and collect resources.

Bringing community residents into the school and, conversely, taking students into the community provides insights into the reality of work, additional adult career models and otherwise difficult to obtain up-to-date career-related information. The continued use of community resources fosters greater interaction and cooperation between the school and the community the school intends to serve.

The school should provide students with maximum exposure to the variety of career options available. The counselor, teacher and administrator can and should view the school not as the exclusive repository of all possible information, (this is being highly unrealistic!) but as a repository of information and the locator of supplementary centers of knowledge and experience. One of the valuable untapped sources of career related information is the community immediately surrounding the school.

Use of community-based resources provides students and school staffs with first-hand exposure to the worlds outside the school, permits exchange of ideas and perceptions which can both broaden understanding and, finally, can relate the world of school to the life of the community.

Following are some basic ideas and procedures about how to gather a comprehensive human resource inventory and how to use it in the school. What follows is an outline presentation in these areas. The first section reports a step-by-step procedure recommended for developing an inventory of community resources. The second section presents the step-by-step procedure suggested for effective use of resources, and includes discission of the guest speaker and class field visit.

The information contained here represents the thinking of SPICE based on our experience working with various schools, communities and business organizations. In order to continue to modify, update and improve this material, your comments and reactions would be welcomed.

HOW TO GATHER COMMUNITY-BASED RESOURCES

I. *Start with your colleagues.*

Most teachers, administrators, counselors and support personnel have held other employment either prior to becoming educators or during the summer.

A. Survey the staff
   Ask each member of the school staff to complete a survey questionnaire. (See Worksheet 1 at the end of this section.) Use the members of the school team to generate support and gather resources. (See SPICE "How-To" Guide No. 2, *How to Establish a School Career Education Team*.)

B. Arrange the responses in different career clusters (e.g., health, construction).

C. Transfer this information to an index card directory.

D. Make the directory easily accessible to staff; keep it in the central office, counselor's office or library.

E. Advertise its location and thank those who responded.

II. *Survey parents*

Another valuable pool of possible career resources are the parents of students. By starting with them you are including your immediate community clients in your career education program.

A. Write to the parents of your students, explaining the career emphasis of your total learning program. (See Worksheet 2.)

B. Ask students to deliver letters, after you have explained the purpose of career education, or mail the letters directly.

C. What information do you need to know about a prospective resource?
   1. Are they willing to speak to your class.
   2. Are they willing to host a visit to their place of employment.
   3. Exactly what kind of work do they do.
   4. Any special requirements (maximum number of students, ages of students, etc.). (See Worksheet 3.)

D. After students or parents have returned your letter, copy information on index cards and file by career cluster in your index card directory.

III. *Use the Parents' Associations*

Your school's Parents' Association is a very useful mechanism for soliciting career education resources.

A. Contact the Association president and explain the nature and purpose of your career program.

B. Explain the valuable role to be played by the Association and by community resources and enlist the president's support.

C. Ask him/her to contact the Association membership to develop a list of available resource people.

D. Three ways to contact Association membership:

1. Letter from president and principal. Follow the same form as used in contacting parents of your students.
2. One-to-one contact. Ask the Association president if a group or members of the standing committee could personally contact other members to enlist their support.
3. Call a meeting. At the Association meeting ask the president to explain the need for parent involvement in the program, you summarize the program goals and then ask people if they would sign up to serve as a resource.

IV. *Contact community-based organizations*

There exist within each community a number of organizations (unions, block associations, fraternal orders, civic groups, professional associations) which can be contacted.

A. Develop a list of such organizations from the Yellow Pages or other directories. This list might include the Rotary or Kiwanis Club, the Local school and planning boards, the trade and professional local union headquarters, the borough Chamber of Commerce.

B. Mail a letter to each explaining your goals and purposes. Outline the kind of important contribution they can make in the program.

C. Within a week, follow up the letter with a telephone call, asking for a meeting with one of the group's representatives.

D. At the meeting talk about the specific things that particular group can do to assist the students and the school.

E. Ask the representatives for the names, addresses, phone numbers of prospective resources.

F. Try to get the representatives to agree to solicit support; if not, mail letters to each prospect. (See Worksheet 4.)

G. It may be necessary to telephone some of the people if there is little mail response.

V. *Canvass for possible resources.*

Even after you have gone through all of the above steps, there still exists within each community a large reserve of yet unreached resources.

A. Use the Yellow Pages. Many resources are available to you, just by going through the Yellow Pages and finding organizations, individuals or companies in your community. An important advantage in using the Yellow Pages is the arrangement by career area, so you can use this to supplement your growing resource directory. Other specialized directories are also very valuable, such as:

1. Professional directories available in the public library.
2. The Black Pages, a classified shopping directory of Black-owned and operated businesses in Metropolitan New York.
3. Church membership lists.
4. Hospital or community health services directories.

B. Walk the neighborhood. By walking around the school and observing the various stores, and checking the various directories in office or factory buildings, you can develop a list of prime contacts.

1. Ask the PTA to help you. (For additional assistance in locating resources, see SPICE "How-To" Guide No. 1, *How to Administer Career Education in Your School.*)
2. Have the students, either individually on the way to school or as a class trip, record the names and addresses of stores, offices and factories they pass.

C. After identifying the prospective resources, follow the same procedure outlined above:

1. Write to them explaining your goals and needs.
2. Follow-up telephone call.
3. Personal visit.
4. Transfer information to index card resource file.

VI. *Incorporate the resources into your program.*

The next section of this monograph will describe some ways to use community resources.

PLEASE KEEP IN MIND THAT AFTER YOU HAVE GONE TO THE TROUBLE OF GATHERING THESE RESOURCES, AND THE PRIVATE INDIVIDUALS HAVE AGREED TO PARTICIPATE, YOU MUST USE THEM.

HOW TO USE COMMUNITY CAREER EDUCATION RESOURCES

I. *Classroom guest speakers*

In order to maximize the effectiveness of using a career education speaker the teacher, counselor or administrator must first know precisely what she or he wants from the resource, must carefully prepare the speaker and must prepare the students.

A. Determine your specific goals.

The first question you should ask yourself when thinking about using a community resource is: Why? As in most strategies or methodologies, the use of a community resource can have varied effects, depending on the objective present in the teacher's thinking. Some possible uses of a guest speaker would be to discuss:

1. a specific job
2. a career cluster
3. different careers in one large company
4. different working environments (factory, school, office, home)
5. requirements for different jobs
6. tools or machinery used in a job
7. future trends in a particular career
8. different schooling options
9. to demonstrate what he/she does

You, as the inviter, must decide the reason for bringing a speaker to class. (See Worksheet 5.)

B. Determine appropriateness of resource.

Before actually inviting a resource person to your class, ask yourself if:

1. Your specific goal can best be accomplished through a resource person.
2. Your class responds well to this kind of input.

C. Prepare the resource speaker.

The more information the speaker has concerning your goals and the audience the greater the likelihood of success.

1. Contact the resource person and make an appointment to talk with her or him.
2. Tell the resource person:
   a. your goal
   b. the size of the class
   c. if the class is co-ed or not
   d. something about the interests of your students
   e. the related topics they have already discussed in class
   f. location of school
   g. date and time
   h. telephone number where you can be reached
   i. ask him or her what is of prime interest to them.

3. Materials:
   Ask the resource person if you could receive some materials about the job or career beforehand. From this information you can prepare the class; you might ask for a job description, company report, some sample products, or brochures.

D. Prepare the class.
   The presentation made by a guest speaker should flow naturally from the regular curriculum aim. For more specific ideas on the correlation between the use of resources and the regular curriculum or counseling content see SPICE "How-To" Guide No. 5 *How to Infuse Career Education into the Classroom.* In addition to this curriculum infusion, the class should be prepared for this particular speaker.

   1. Explain why the speaker is coming.
   2. Show where this career or job or information fits into the regular course work, career education aims, academic cluster, and career cluster.
   3. Distribute sample job descriptions or other available materials.
   4. Ask students to prepare a list of questions based upon materials.
   5. Make sure that class interest is developed—that is your job and not the speaker's.

E. After the speaker has left:
   1. For the students:
      a. Discuss the presentation.
      b. Ask how they see school subjects (e.g., English, math, science) can be used in this job.
      c. Ask them to complete an evaluation form. (See Worksheet 6.)
   2. For the resource:
      a. Send a thank-you note.
      b. Inform the speaker of the positive feedback from student evaluation.
      c. Ask the resource person to complete an evaluation form. (See Worksheet 7.)
   3. For you:
      Plan a specific follow-up activity (see Section III below) and determine if the resource helped realize your initial objective.

II. As a guidance counselor you realize that there is a limit to what can be done within the school building. Students can become effectively stimulated if given an opportunity to see a real work situation. The field trip should complement the learning activities of the classroom by enabling students to see the interdependency between the worlds of school and work. In addition, field trips help in integrating the functions of the school with the life of the community.

A. Planning for the field trip.

Before planning a field trip you must first decide if the energy of the students and the staff are a worthwhile expenditure of time, expense and effort. You should determine before making any commitments if this trip will provide the kind of learning experience desired, will help to clarify concepts currently being presented in the classroom, and if a field trip is the best way to accomplish your goals. After you have decided upon a field trip you must make the necessary arrangements. As in the previous section dealing with the guest speaker you must clearly establish your goal, talk with your field visit host, and determine the appropriate time and content of your class visit. In addition, you must:

1. Gain administrative approval.
2. Estimate the length of time involved for traveling and tour.
3. Make transportation arrangements.
4. Get parental approval, if necessary.
5. Get paraprofessional or parental chaperones, if necessary.

B. Involving your class

1. Develop a background for the students by providing reference materials, films, etc.
2. Cooperatively decide on the value of the trip.
3. Work out with students specific points to observe, which were determined because of your specific goal.
4. Points of interest in a career education resource field trip:
   a. Variety of entry-level job opportunities.
   b. Training required for various jobs.
   c. Employee attitudes.
   d. Materials or tools used on the job.
   e. What do the various people actually do?
   f. Working conditions.
   g. Relations between different employees.
   h. Which employees work alone, and which work in teams?
   i. Hazards, safety.
   j. How did different workers get interested in their work?
   k. What did different workers like to do as children?
   l. Salaries.
   m. Promotion possibilities.
   n. Benefits (union, medical, holidays, sick leave, etc.).

o. Process of job: source of raw materials, products and their use, distribution, and effects of automation.
p. Effects of job on personal life.
q. Cultural and social value of job: aesthetic, economic, or social benefit to the community; community involvement.

5. Develop a questionnaire for students to use in interviewing employees.
6. Discuss possibility of taking pictures (obtain permission).
7. When an emergency arises and students cannot make the trip, the host must be notified immediately.

C. Following up the field trip.

1. For the students:
   a. Discuss the field trip and its relation to subject area, career development, student values and interests.
   b. Complete evaluation form. (See Worksheet 6.)
2. For the resource:
   a. Send a thank-you note.
   b. Ask the resource to complete an evaluation form.
3. Plan a specific follow-up activity such as inviting your host or another resource person in a similar field to class to answer questions.

D. Field trips for younger students:

Some elementary school classes may be too young to participate in factory or office field trips. Walking tours of the community can be valuable experiences for them to begin to learn about the economic and social life of the neighborhood. Walking tours cost nothing and can be accomplished quickly. A host of tangible and intangible things can be observed on a short walk through the community, such as:

1. Landscaping
2. Architecture
3. Stores
4. Construction
5. Mailmen
6. Policemen
7. Sanitation workers
8. Recreation areas
9. Religious sites
10. Historical sites
11. Deliveries
12. People

III. *Follow-up*

In all curriculum efforts the likelihood of successfully reaching one's intended goal usually increases when you have incorporated appropriate preplanning and follow-up activities. The same is true when using community-based resources for career development. As stated in the first section of this guide, all resource use should be fully integrated with your regular curriculum aims. Similarly, a resource activity should include appropriate follow-up activities to reinforce the career-related goal. This section will outline some possible follow-up activities and the reader might wish to consult SPICE "How-To" Guide No. 5, *How to Infuse Career Education into the Curriculum*, for a fuller discussion of the topic.

A. The scope of follow-up activities.

A particular field visit or guest speaker can spark activity in numerous directions. Depending on your goal, any resource lends itself to multiple exploration. For example, a field visit to a supermarket or department store could involve:

1. Comparison of products
2. Weights and measures
3. Transportation of materials
4. Budgeting
5. Product display
   a. picture making
   b. collage, mobiles, murals
   c. food or clothing design and packaging
6. Store design
   a. architecture
   b. floor layout
7. Store location
8. Selection of products
9. Pricing
10. Jobs available
11. Departments
    a. product
    b. money
    c. advertising
    d. management

B. Debriefing session

Following a field visit the first activity for the class would be a guided discussion:

1. Characteristics of career or jobs.
2. Tools of the trade.
3. Educational and training needs.
4. Applications to the work of school.
5. Student interests; likes and dislikes.

C. Hands-on activities

1. Identification and practice with tools used by speaker or on the field site.
2. Construction of models of physical plant, layout, location.
3. Production of summary information through a class newspaper, play, filmstrip, or slide show.
4. Replication of the process observed by running a mini-business or actually producing similar products.

D. Benefits

If the field visit or resource speaker is truly integrated into the ongoing activities of the class, then a specific follow-up activity should be part of your planning. These activities provide students with an understanding of the value and importance of the information gained.

WORKSHEET I

SAMPLE LETTER TO SCHOOL STAFF

Dear Colleague:

We need your help! As you know, our school is developing a Career Education program. Part of the implementation plan for this project involves the use of guest speakers who represent various careers. Most of us have held other positions, either in summer jobs or prior to becoming a teacher.

A teacher resource file is being developed for the school which will include the names of teachers who have worked in other fields. If your class is studying one career cluster and you need a resource, you may check the file and find an appropriate resource within the school. Similar files are being developed of parents, community-based business and city-wide organizations.

Won't you please take a few minutes and complete the form below and return it to me? Thank you for your help.

Sincerely yours,

1) Name

2) Positions held:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

3) Relevant avocational skills (carpentry, art, etc.):

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

WORKSHEET 2

SAMPLE LETTER TO PARENTS

Dear Mr. and Mrs._____:

John Doe School in its efforts to offer the best education possible to all students is engaged in many new and exciting projects. Career Education is one such program. It is designed to introduce students to career opportunities in the community and to involve students in the planning of their own education.

Parent and community participation is vital in the success of the Career Education program. We would appreciate it if you would let us know, by completing the attached form, if

- you would come to P.S. 1 and talk with students about your job and about careers in your field; and if
- a supervised group of students could visit your place of business.

We are looking forward to your participation in this program. Please return the completed form to me and, if you have any questions or comments about Career Education, please feel free to call me. Once again our thanks.

Sincerely,

Principal or Counselor
John Doe School

WORKSHEET 3

SAMPLE

Resource File Information

Name of Company: _____

Address of Company: _____

Telephone Number: _____

Brief Description of Type of Organization:

_____

_____

_____

Name of Person to Contact: _____

Appropriate Age Level:	Yes	No
Kindergarten — 2nd Grade	_____	_____
3rd — 5th Grade	_____	_____
6th — 9th Grade	_____	_____
10th — 12th Grade		

Type of Service Available:

Speakers _____

Tours _____

Materials _____

Maximum number of students facilities can accommmodate:

_____

Best hours for students' tours:

Mornings _____

Afternoons _____

WORKSHEET 4

SAMPLE LETTER FOR PROSPECTIVE RESOURCES

Dear Mr./Ms._____:

John Doe School is currently engaged in a Career Education program. The program is designed to provide students, from earliest childhood on, with an awareness and understanding of the career choices available in the community.The basic approach being used involves the active participation of community residents like yourself. Your assistance is vitally needed to help make this program a success.

As currently operating, this Career Education program includes the use of community businesses as career information centers. We would appreciate it if you would let us know, by completing the attached form, if:

- you would come to John Doe School and talk with a class of students about your job and about career possibilities in your field; and if
- a supervised group of students could visit your place of business.

We feel that student understanding of the world of work will enable them to make important decisions about their own lives. We are looking forward to your participation in this program. Please return the completed form to me at the above address and, if you have any questions or comments about our Career Education program, please feel free to call me.

Sincerely,

Principal
John Doe School

WORK SHEET 5

GUIDE FOR THE OCCUPATIONAL INTERVIEW

GENERALLY, THE FOLLOWING ITEMS MAY BE OF INTEREST TO THE STUDENTS:

1) Name of job.
2) What does worker do?
3) What are working conditions?
4) What education needed for job?
5) What is the pay?
6) What skills are required?
7) Is work interesting to the worker?
8) What are the job requirements?
9) Are there job opportunities ahead?
10) What does worker dislike about job?
11) How does job affect family life?
12) How was the job obtained?

SPECIFICALLY, THESE ARE THE QUESTIONS THE INTERVIEWEE MIGHT BE ASKED:

First Grade:

1) What is your name?
2) What do you do all day?
3) Where do you work?
4) What do you wear to work?
5) Do you like what you do?

Second & Third Grades:

1) What do you do all day?
2) Is it hard?
3) Are you rich?
4) Why do you do what you do?
5) Do other people help you?
6) Can you show me what you do?

Fourth & Fifth Grades:

1) What do you do all day?
2) Do you work hard?
3) Do you like your work?
4) Do you work by yourself?
5) When do you leave for work & when do you get home?
6) Did you have to go to school?
7) What is your job?
8) What do you wear on your job?

Sixth & Seventh Grades:

1) Do you really like your job?
2) Do you help other people?
3) How did you get your job?
4) Do you need any special equipment?
5) What hours do you work?
6) What is your typical day?
7) Did you start out in your present job or did you have to work up to it?

Specific questions from: *CAREER EDUCATION — COMMUNITY RESOURCE GUIDE*, Prepared by Teachers of Kershaw County, Camden, S.C.

WORKSHEET 6

SAMPLE EVALUATION FORM FOR STUDENTS AFTER A CAREER EDUCATION SPEAKER

1) Did you enjoy today's speaker?_____

Why? _____

_____

2) What did you learn from the speaker?

_____

_____

_____

3) How could she or he have been better?

_____

_____

_____

4) Do you want other speakers to come to class?

Yes _____ No_____

5) What other careers are *you* interested in learning about?

_____

_____

_____

_____

_____

WORKSHEET 7

SAMPLE EVALUATION FORM FOR GUEST SPEAKERS

Dear Mr./Ms. _____:

Our students and I sincerely appreciate your having taken the time to talk with us about your occupation. I am most interested in learning some of your impressions of this experience to help us further refine and develop our Career Education program. Would you please answer the following questions and return them to me at your earliest convenience?

1) Did you find this experience to be valuable to you? Why?

_____

_____

_____

2) Do you think that the students found the experience to be valuable? Why?

_____

_____

_____

3) Was there any information you could have had beforehand that would have made your presentation better?

_____

_____

_____

4) Any suggestions for improvement?

_____

_____

_____

5) Would you be willing to speak again?

_____

6) Would it be possible for students to visit your place of business?

_____

7) Any additional comments:

_____

_____

_____

8) Name:
Telephone Number:
Address:

Once again, our thanks for your participatio

Yours truly,

Counselor
John Doe Schoo

DESIGNING A WORKSHOP

OBJECTIVE:

The counselor will design a Model Program for a workshop in career education for other school staff, for parents or for community groups.

STRATEGIES:

A. On the Work Sheet list:
   1. Four different recruitment procedures and the implications for each;
   2. Three different time periods suitable for the workshop and the implications for each;
   3. Different locations for the workshop and the implications for each.
   4. Different teaching techniques for each of the components and subdivisions of career education and the implications of each.
   5. Evaluation and follow-up.

B. Complete the "Possible Solution" section on the Work Sheet.

C. Enter the "Final Solution" column on the Work Sheet.

WORKSHEET 8

(Strategies for Planning a Workshop)

AREA	IMPLICATIONS	POSSIBLE SOLUTIONS	FINAL SOLUTIO
I. *Recruitment of trainees:* 1. 2. 3. 4.			
II. *Time Periods:* 1. 2. 3.			
III. *Location:* 1. 2. 3.			
IV. *Teaching Techniques:* a. Orientation: 1. Why Career Education: 2. What is Career Education: 3. How to do it: b. Curriculum Development: 1. Affective infusions: 2. Affective Techniques: 3. Special career education courses			
V. *Follow Up*			

HOW TO WORK WITH GROUPS

INTERACTION OF CONTENT & PROCESS IN GROUPS

	PROCESS		
CONTENT	I Leader plans topics. Lecture, facts, units.	II Leader & Group collaborate. Discussion Panel, Attitudes & opinions.	III Topic originates w. group members. Free discussion. Role playing. Feelings & needs emphasized.
A School Subject Matter	1	4	7
B School related topics	2	5	8
C Non-school topics	3	6	9

From: Goldman, Leo, Group Guidance: Content & Process, in Kemp, Gratton C., PERSPECTIVES IN THE GROUP PROCESS, Houghton, Mifflin Company, Boston, 1964

WHAT IS A GROUP?

Three concepts are basic to any group: 1. Interaction; 2. Size; 3. Function.

Interaction among group members is mandatory.

There is disagreement about size. The minimum may be two or three. The maximum may be six, ten or twelve, depending on the purpose of the group and the bias and attitude of the leader.

Function: There are three kinds of groups: Action groups, people meeting to accomplish a task. Study groups, to provide structured learning situations. Discussion groups, to develop or change participants.

BEGINNING:

Objectives or group goals have to be established. Levels of aspirations should be set and revised as the group progresses. An agenda is necessary. The organizational strength, i.e. the effectiveness of the group develops from the cohesiveness of the group and the attractiveness of the group to its members. The climate of a groups affects the communication process.

Groups can be centered around a leader, around participants, around no one, around a problem. The last of these is the ideal situation.

The function of the leadership is group maintenance and goal achievement. Various elements can block all creative efforts. Mob action or lack of personal responsibility of the group members may destroy a group. However, cohesiveness is not always synonymous with productivity. Cohesiveness is not an end goal. Also, group pressures on the individual can lead to conformity instead of stimulating the individual's contribution to the group.

LEADER:

It is best for a potential leader to participate as a group member first. The leader must be able to play many roles within the group. At times he may be a resource person, at times a participating member, at times an interested observer. Often a small amount of structuring is sufficient. The attitude of the leader is of major importance.

It was found that the most accepting person is more effective in a relaxed group, the less accepting better in dealing with stressful group climates. In general, if the leader has confidence in the individuals, they will develop into a functioning group. It is important that the leader should serve the group and facilitate it instead of trying to manipulate and dominate it. Respect among members seems to be the most necessary prerequisite to develop the aims of the group.

STAGES:

Nine stages are necessary for groups to function effectively. Each is self explanatory. 1) Clarification of group procedures; 2) Building a feeling of permissiveness to have problems; 3) Getting the problems out; 4) Boiling the problems down and selecting a common problem; 5) Developing and maintaining group direction; 6) Maintaining realism in group discussion; 7) Obtaining facts and data; 8) Making group decisions; 9) Evaluation of group progress.

COMPOSITION:

There is disagreement about the composition of a group, the size or the characteristics of the participants. The composition seems to depend more on the issue which faces the group and the talent of the leader. Reasonably compatible groups are essential, but exclusion rather than inclusion policies seem easier to establish, i.e. it is easier to say who may be detrimental to a group than who can be helpful.

E.g., excluded should be a psychologically sophisticated person who uses his knowledge cruelly on others, aggressive and hostile people who destroy the atmosphere of acceptance essential to a group, chronically dominant persons who will monopolize the group.

Hetereogeneity adds variety and depth to the discussion. Work with homogenous groups has been tried and found successful in various settings. In all of these the aim has been to promote strong personal involvement in work or decision making.

METHODS:

Various methods have been found effective. To name a few: case studies were presented to bring members face to face with problems, but those of other persons, not of members of the group. The next step might be facing one's own problems. Assembly-type meetings showing movies, lectures and panel discussions could be combined with small group discussions. Various self-appraisal and value clarification devices have been used.

Role playing has been employed extensively to teach empathy, interpersonal skills, encourage outgoing behavior and to teach new attitudes. It also helps for variety and a change of pace. The leader should be clear whether he is using this method for diagnostic, therapeutic or educational purposes, although a mixture of all three is possible. (Well-adjusted members tire more easily of role-playing than neurotic ones.)

Often it has been found valuable to establish an information basis first which makes possible unstructured discussion later. The leader assumes the responsibility for theoretical knowledge and the group for its application to the problems at hand.

It is useful to observe the roles the participants assume, whether they are informative, positive or negative. Describing these roles fulfills four functions: 1) it helps to describe the individual, 2) it reflects changes in group progress, 3) it describes the members, 4) it allows for comparison of different groups.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various sorts — the family, gang team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group, or why the members were behaving the way they were. One of our main goals here is to become observers and better participants.

But what do we look for? What is there to see in a group?

I. *Content vs. Process*

When we observe what the group is talking about, we are focusing on *content*. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on the group *process*.

II. *Communication*

One of the easiest aspects of group process to observe is the pattern of communication:

1. Who talks? For how long? How often?
2. Who do people look at when they talk?
   a. Single others, possibly potential supporters
   b. Scanning the group
   c. No one
3. Who talks after whom, or who interrupts whom?
4. What style of communication is used (assertions, questions, tone of voice, gestures?)?

The kinds of observations we make give us clues to other important things which may be going on in the group such as who leads whom or who influences whom.

III. *Decision-Making Procedures*

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group members bargained for.

Group decisions are notoriously hard to undo. When someone says, "Well, we decided to do it, didn't we?" any budding opposition quickly immobilized. We can only undo the decision if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions:

1. *The Plop:* "I think we should introduce ourselves".....silence
2. *The Self-Authorized Agenda:* "I think we should introduce ourselves, my name is Joe Smith."
3. *The Handclasp:* "I wonder if it would be helpful if we introduced ourselves?" "I think it would, my name is Pete Jones."

4. "Does anyone object?" or "We all agree."
5. *Majority-Minority voting*
6. *Polling:* "Let's see where everyone stands. What do you think?"
7. *Consensus Testing*: Genuine exploration to test opposition and to determine whether opposition feels strongly enough not to be willing to implement decision; not necessarily unanimity but essential agreement by all.

IV. *Task-Maintenance — Self-Oriented Behavior*

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), or is he trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

Types of behavior relevant to the group's fulfillment of its task:

1. *Initiating:* Proposing tasks or goals; defining a group problem.
2. *Seeking information or opinions:* Requesting facts; seeking relevant information about group concern...Asking for expressions of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions or ideas...
3. *Giving information or opinion:* Offering facts; providing relevant information about group concern...Stating a belief about a matter before the group; giving suggestions and ideas.
4. *Clarifying and Elaborating.* Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group.
5. *Summarizing:* Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject...
6. *Consensus Testing:* Asking to see if group is nearing a decision; sending up trial balloon to test a possible conclusion...

Types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e. *group maintenance:*

1. *Harmonizing:* Attempting to reconcile disagreements; reducing tension; getting people to explore differences...
2. *Gate Keeping:* Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks...
3. *Encouraging*: Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions...
4. *Compromising:* When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion and growth...
5. *Standard Setting and Testing:* Testing whether group is satisfied with its procedures or suggesting procedures, pointing out explicit or implicit norms which have been set to make them available for testing...

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

V. *Emotional Issues: Causes of Self-Oriented Emotional Behavior*

The processes described so far deal with the group's attempts to work to solve problems of task maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or under-current in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away, however. Rather, they must be recognized, their causes understood, and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort. What are these issues or causes?

1. The problem of *identity:* Who am I to this group? Where do I fit in? What kind of behavior is acceptable here?
2. The problem of *goals* and *needs:* What do I want from the group? Can the group goals be made consistent with my goals: What can I offer the group?
3. The problem of *power, control,* and *influence:* Who will control what we do? How much power and influence do I have?
4. The problem of *intimacy:* How close will we get to each other? How personal? How much can we trust each other and how can we achieve greater trust?

What kinds of behaviors are produced in response to these problems?

1. *Dependence-counterdependence:* Leaning on or resisting anyone in the group who represents authority, especially the leader.
2. *Fighting and Controlling:* Asserting personal dominance, attempting to get own way regardless of others.
3. *Withdrawing:* Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.
4. *Pairing up:* Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with that the group is doing, the needs of the observer and his purposes, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness in them.

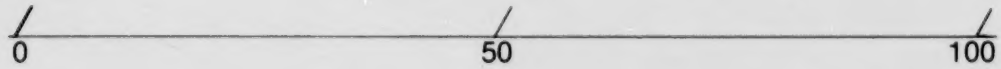
(This material has been taken from The National Training Laboratory Manual, 1965)

These checklists are designed to focus on the student's needs and values rather than their picture — real or imagined — of any occupation.

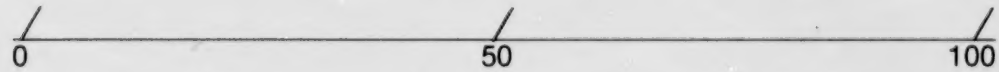
WORK CHARACTERISTICS RATING SCALES

The following check lists are helpful to stimulate clients' thinking about their personal needs in any work situation.

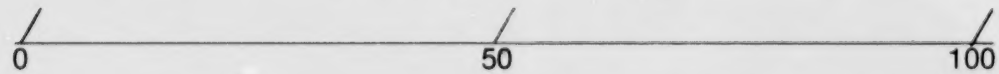
PEOPLE INVOLVEMENT: What per cent of time would you like to spend with people — advising, helping, teaching, training, etc.



DATA INVOLVEMENT: What per cent of time would you like to spend with data — observing, gathering, recording, interpreting, etc.



THINGS INVOLVEMENT: What per cent of time would you like to spend with objects — repairing, making, operating, adjusting, etc.



Check I(important), U)undesirable) or D)does not matter).

ADVENTURE:	Your work involves excitement, challenge, competition, new situations, and some risk.	I	U	D
INDEPENDENCE	you have much freedom to use your imagination and try out your creative ideas.	I	U	D
KNOWLEDGE:	your work makes it necessary to continue studying and learning to keep in touch with new ideas.	I	U	D
MEMBERSHIP:	you are friends with your co-workers and seen as a valuable member of the work team.	I	U	D
EMOTIONAL SECURITY:	you are treated fairly by your superiors, you know what is expected of you, and you don't get criticized.	I	U	D
PRESTIGE:	you are highly respected in the community, influence others, know important people, and are admired.	I	U	D
PERSONAL GROWTH:	your job brings out the best in you and allows you to use or develop your own personality strengths.	I	U	D
PRIDE:	you and others know you do good work, you are a good person and your job is important.	I	U	D
ROUTINE:	your work is routine and closely supervised, and you can forget responsibilities when you leave for home.	I	U	D
MONEY:	wages and other benefits such as paid vacation, sick leave, and retirement are well above average.	I	U	D
CONDITIONS:	your work surroundings are comfortable for you and the required clothing suits your taste.	I	U	D
TIME FREEDOM:	you can arrange work hours to suit yourself, and can take time off whenever you please.	I	U	D
LOCATION:	the climate, landscape, population density, nearness to relatives, etc. are ideal to your tastes.	I	U	D
PHYSICAL:	your work requires physical abilities such as speed, accuracy, strength, balance, coordination, etc.	I	U	D
ASPIRATION:	hard work, extra effort, and personal sacrifices will lead to promotion and extra responsibility.	I	U	D

SUGGESTIONS FOR APPRAISING VOCATIONAL LITERATURE

*Appraising Occupational Literature**

In appraising occupational literature the reader will do well to memorize and to always ask himself at least five questions:

WHEN? WHERE? WHO? WHY? HOW

WHEN was the book published? Examine the copyright dates of the books! Occupational books and pamphlets that are obsolete should be burned or sold as scrap paper. In appraising any publication the user should consider how rapid the rate of change is in the kind of information he seeks.

WHERE All original occupational research has some kind of geographical limitation. It may cover conditions in one company, one city, one state or one nation. Careful appraisal therefore requires careful scrutiny of the evidence upon which the author has based his statements.

WHO Appraise the quality of authorship. In general, the best material is that written by persons whose full-time job is occupational research.

WHY Some occupational literature is written for the purpose of recruiting, some for the purpose of entertainment. It is often biased, emphasizing attractions, omitting slight disadvantages, and sometimes intentionally conveying a false impression regarding opportunities, requirements or rewards. A few occupational articles are written for the express purpose of discouraging competition.

HOW This question applies both to how the facts are collected and how they are presented. "Questionnaire research has been described as a method of summarizing ignorance." Much occupational information has been collected by questionnaires. Some occupational information has been collected by library research. It is as good or as bad as the original studies which the author consulted. By inquiring about, and by carefully noting how the information for any publication was collected, the user can sometimes get a much clearer idea of its probable accuracy.

*This information was taken from *Occupational Information, 3rd edition*. T. Hoppock, New York City: McGraw-Hill, 1967.

CAREER EDUCATION

Career Guidance, Eli Ginzberg; McGraw-Hill Book Co., New York, 1971.

Career Education: Perspective and Promise, K. Goldhammer, R.E. Taylor; Charles E. Merrill Publishing Co., Columbus, Ohio, 1972.

Career Education: What It is and How to Do It, K.B. Hoyt, R.N. Evans, E.F. Mackin, S.L. Mangum; Olympus Publishing Co., Salt Lake City, Utah, 1972.

Career Education for Gifted and Talented Students, K.B. Hoyt, J.B. Hebeler, editors; Olympus Publishing Co., Salt Lake City, Utah, 1974.

Career Education: A Proposal for Reform, S.P. Marland; McGraw-Hill Book Co., New York, 1974.

Career Education for Leisure Occupations, Curriculum Guidelines for Recreation, Hospitality and Tourism, P. J. Verhaven, D. A. Vinton; University of Kentucky, Lexington, Kentucky.

GROUPS:

Counseling Techniques that Work: Applications to Individual and Group Counseling, W.W. Dyer, John Vriend; 1975, APGA Press, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

1972 Annual Handbook for Group Facilitators, Pfieffer and Jones; University Associates, PO Box 615, Iowa City, Iowa 52240.

The Personnel & Guidance Journal, *Groups in Guidance,* vol. 49, No. 8, American Personnel & Guidance Association, April 1971.

GENERAL:

The Helping Relationship Sourcebook, D.L. Avila, A.W. Combs, W.W. Purkey; Allyn & Bacon, Inc., Boston, 1971.

The Helping Relationship: Process and Skills, L.M. Brammer; Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973.

PSYCHOLOGICAL EDUCATION:

Clarifying Values through Subject Matter: Application for the Classroom, M. Harmin, H. Kirschenbaum, S.B. Simon; Winston Press, Inc., Minneapolis, Minnesota, 1973.

Composition for Personal Growth, Values Clarification through Writing, R.C. Hawley, S.B. Simon, D.D. Britton; Hart Publishing Co., Inc., New York, 1973.

Human Values in the Classroom, R.C. Hawley; Education Research Associates, Amherst, Massachusetts, 1973.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, S.B. Simon, L.W. Howe, H. Kirschenbaum: Hart Publishing.

The Personnel and Guidance Journal, *Psychological Education: A Prime Function of the Counselor,* Vol. 51, No. 9, American Personnel & Guidance Association, May 1973.

Psychological Influences on Vocational Development, Donald Zytowski; Houghton Mifflin Co., Boston, 1970.

Micro-Counseling, Allen E. Ivey; Charles C. Thomas, Springfield, Ill., 1971.

The Work of the Counselor, Leona Tyler; Prentice-Hall, Inc., Englewood, New Jersey, 1969.

Excerpts from: *CAREER EDUCATION: CHALLENGES FOR COUNSELORS*

Remarks prepared for presentation at the All Ohio School Counselors Association, Columbus, Ohio, September 28, 1974, by Kenneth B. Hoyt, Associate Commissioner for Career Education, United States Office of Education.

"The counselor is a key person in the career education concept. Thus the future of career education will obviously be affected by the counseling and guidance movement. The degree to which counseling and guidance will be affected by career education is neither clear or obvious. It is the purpose of this paper to provide one view of possible challenges for counselor change posed by career education. It will, of course, be up to each counselor to decide whether to accept or reject these challenges. I pose them here because, in my opinion, they can no longer be ignored.

". . . I refer to two facts that became clear during the Summer of 1974 when I conducted 20 'mini-conferences' for leading career education practitioners from school districts throughout the United States. —One was that, of persons nominated to attend these conferences, more came from a guidance background than from any other single professional specialty in Education. The second was that, when conference participants were asked to name factors currently acting to impede career education in the senior high school, counselors were among the most frequently mentioned 'roadblocks' named.

". . . my own personal bias (is that) — career education is a vehicle that can be used to greatly strengthen the status of counselors, the effectiveness with which counselors function, and the personal satisfaction than can accrue to practicing school counselors throughout the nation.

"As I have worked in career education, various positive potentials for change in counselor role and function have become more and more obvious to me. By relating them here, I hope to present a basis each counselor can use for deciding whether or not to become involved in career education.

". . . The generalization I am making is that, in the past, we have put an undue emphasis on *describing* students by their *characteristics* and a relative lack of emphasis on *understanding* students through their *behavioral accomplishments*. Career education holds great potential for helping counselors correct this imbalance.

". . . in the past, we have put undue emphasis on normative comparisons and a relative lack of emphasis on demonstrated success in our attempts to increase student self-understanding. Career education challenges all counselors to correct this imbalance.

". . . in the past we have put an undue emphasis on work only in the world of paid employment and a relative lack of emphasis on work as a positive part of an individual's leisure time. This, then, is a third imbalance that career education challenges counselors to correct.

". . . If counselors were to accept this challenge, they would be spending relatively less time collecting and filing standardized test score data and relatively more time in helping to design and use performance evaluation measures. They would spend less time talking with students about their need for part-time work and relatively more time in helping students find it. They would spend relatively less time helping students gain admission to college and relatively more time helping students decide what they plan to do after they leave college. That is, going to college would not, for most students, be a way of avoiding work but rather a way of preparing oneself for work. It would put a purpose in college attendance that, at present, is largely non-existent for many of our so-called 'college bound' students.

"I submit that the action orientation of career education calls for more 'action-oriented' counselors. I further submit that, if counselors were to change in this direction, they would be perceived by students in a more positive light. In asking counselors to consider this kind of change, I am simply asking that we reflect on Maslow's needs structure and consider its implications for change in counselor behavior. If we think about this carefully, we may discover that we have spent relatively too much time in attempting to meet student self-actualization needs and relatively too little time meeting their prior needs for survival and for security.

"I submit that the most appropriate and productive role counselors could play is to enthusiastically endorse and enter into the collaborative efforts of the career education movement. I think counselors should be actively seeking to help teachers discover and infuse career implications of their subject matter into the teaching-learning process. I think counselors should be active participants in establishing and engaging into collaborative relationships with persons from the business-labor-industry-professional-government community. I think counselors should seek to actively involve parents in the career decision making process. In short, I think counselors will gain most if, instead of proclaiming career guidance as their 'unique' role, they share their expertise in career guidance with all others involved in the career education program. Counselors will in my opinion, gain more status and acceptance by sharing their expertise than by 'hoarding' it.

". . . In short, I view career education's call for a collaborative emphasis as one holding high potential for increasing both the acceptability and the effectiveness of the professional counselor. I do not see negative results for the guidance movement if this direction is followed.

". . . To those who would prefer to wait, in discussing counselor role, until we know for sure whether or not the career education movement is going to survive, I say that, by the time that answer is known, it will be too late. I do not know if the career education movement can survive without the active involvement and commitment of the counseling and guidance profession. I do know that, if it survives without that involvement, it will be because it has been forced, by necessity, to find other kinds of personnel to do what we are now asking counselors to do. The long-run implications here are obvious.

"To those who would try to proclaim that career guidance is part of the unique role and function of the counselors, I say they are living in the past and, professionally are dead. The days of educational isolationism are — gone forever. Relationships between education and the larger society become closer each year. We have reached a point when we must abandon false assumptions that the best way to ready students for the real world is to lock them up inside a school building and keep them away from that world. — In my opinion, career education is the most viable option now available to school counselors.

". . . those who profess no interest in either career guidance or in career education — should study carefully reactions of students, parents, and the general public to recent public opinion polls concerned with both counselors and with career education. —these polls are clearly supporting both the career education movement, and the counselor's deep involvement in that movement. —both have much to gain by joining forces. I hope —it seems that way to some of you."